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| **TRASH, & Recycling (part 1)** |
| **Description/Aim**- Understanding how they as students, their families, and their class, can lessen their global footprint by simple daily practices in the handling of their garbage. |
| **Grade Level, Topic, Standards, Time**  Recycling, Composting, Upcycling  Competencies  3b- **Using Questioning and Discussion**  3c- **Engaging Students in Learning** |
| **Objectives:** through discussion, questioning, vocabulary, hand-outs, hands-on participation with props, and with a game, students will become informed, and will be able to teach their peers and families  Also, students will feel pride in the fact that THEY CAN MAKE A DIFFERENCE |
| **Procedure/Methods:** Q&A, Discussion, demonstration, hands-on and collaborative group work & presentation  Student finish their lunches, clean-up and then assemble for lesson in a circle on the floor.  Today we are going to learn about our garbage, also known as TRASH.  Q&A:  (Examine what is left from their lunch that they are bringing home, and what they threw out)  Did you all enjoy you lunches?  You cleaned up so nicely!!!  What did you eat?  How did your mom package your lunch…raise your hand and tell us.  (call on a few students)  Now , by a show of hands….  How many of you used a lunch box? paper bag?plastic bag?plastic baggies? plastic silverware ? Napkins? Who finished all their lunch? Who shared what they didn’t eat? Who threw leftover food out?  (In the middle of the floor is a 99 cent plastic tarp/or washable table cloth)  I need a helper….call on first kid that raises hand.  Jane..will you please bring me the garbage can? Thank you.  What do you think happens to this garbage after we leave class? Where does it go?  Sample Answers  (“Mr Jones *custodian* takes it”…”Louie *janitor*  takes it”)  And then? What happens after the trash leaves our classroom?  “The garbage man takes it?”  Teacher passes around a paper grab bag with colored legos in it.  Close your eyes, pick one, then pass the bag to the student next to you.  Now lets join into groups according to the colors that you picked. Blue group over here…etc.  Now each of you has a big piece of paper, and colored markers. Decide who will write, who will draw, who the timekeeper will be, and who will present your work to the class.  I want you all to work together and make us a poster with the story of this trashcan’s travels, or really, where will the garbage inside it go? You can make a map, draw pictures, whatever you decide. You can even start the story before the trash gets into this can. Be creative. work together, share ideas, have fun.  Look at the clock, you have 10 minutes, starting NOW and ending at 1:15.  The kids then present by group. 10 minutes.  Thank you, now…  **Teacher dumps the contents of the trash on the tarp.**  Sooo let’s examine what we have here in our friend the classroom trashcan.  We can see how much this weighs as well.  Your maps showed the trash ending up in the city dump, or **landfill** (and one said into outer space!!). If all the classrooms and all the houses in the city send their garbage to the same place, we’d have a giant pile there wouldn’t we?  And everyday, day after day…would this pile get smaller or bigger…WHY?  Introduce word-**degradeabl**e, ask which of these items in the trash might be degradeable.  OK so is there something that we can do here in the classroom, that would help to make that gigantic trash pile smaller?  Before we go back into groups, and rewrite our stories, lets sort out our trash.  Put on your gloves. Lets separate our pile of garbage into a bunch of piles that are similar. What would be ‘simliar’.  List groups on the board. Who wants to start. Separate sort.  Write the names of groups on board.  Make a checklist- degradable, not **degradeable**.  Discuss where each pile came from, it’s **source.**  Discuss **natural resource.**  **What happens if we keep putting this into the trash? Do you think that we might ever run out of trees??? etc?**  OK, good job. Now should we put all of this stuff back into the same big trashcan?  Introduce recycling containers.  What does **recycling** mean.  Now what about this food? Should we throw it back into the big trash?  Is this **degradeable**?  Lets make a separate container for this.  Explain **COMPOST**. Explain **Organic Matter**. Explain types of organic matter..animals plants..mixed up.  SO lets separate this pile further.  Now..which of these would be the best for us to COMPOST?  compost containers  Bring out the Compost container……  Sort…  Decide which & why some will go back into the trashcan.  Sooo will pour great big pile in the dump be smaller???  Let’s weigh what we have left in our trashcan.  **We can also do a math extension- take first weight of our trashcan,and multiply by the number of classrooms on our floor.**  **DO the same with the lesser weight..**  **Then subtract and see the difference.**  NOW I want each group to make a new poster /map with our classroom trash’s story.  And put on your thinking caps to figure out where each of these piles might go after it leaves this classroom.  This time switch up the jobs that you has last time.  I want you FIRST to brainstorm, and have your new writer, make a list of your ideas of where each part of this trash will travel to.  Take 15 minutes this time, to make the new trash travel map… beginning now, and ending at 2 oclock. |
| **Assessment/Rubric**  Do the children demonstrate their understanding that they can make a difference by making simple changes in their daily trash habits.  Sharing what they learn:  Will they be able to teach their family, and their peers.  Make a class poster for display in the hallway.  **ACTION item:**  Request that the school use recycling containers in the lunchroom.  Find a way to fundraise for these containers. |
| Written Convention: **Have the class together** create a written summary of the story of our trash, for posting in the hallway on our bulletin board |
| NEXT LESSON: (Part 2, Trash)Recycling/Sorting Game  We will delve deeper into recyclyable items and also discuss **“upcycling”.**  **Next Group Action Item:** Arrange a school ‘upcycle’ event trading clothes, shoes and household items |